

MRS. SPIELMANN'S 2ND GRADE			
Lesson Plans for Week of March 16–20, 2015			
	DOL,Flag, Attendance	Specials	Guided Reading
	8:30-8:45	8:45-9:45	10:00-11:30
M	Flag Pledge, Lunch Count,	8:45- 9:15 - P.E.	Guided Reading & Conferencing
O	Attendance, Daily Oral Lang.	9:20-9:50 - Art	Oral & Silent Rdg: <b>Just Like the Moon</b>
N	<a href="#">Spelling: Vowel Variant oo, ou</a>		<b>Wishing for Star Fruit</b>
D	<b>Challenge words in dict. Sentence</b>		Students will review information
A	<a href="#">Phonics Charts-#45-46 titled:</a>		on KWL; finish a story map;
Y	<b>Far Away; Mix a Pancake</b>		Genre study & Guided Rdg. Group
	<b>Flash Card Drill of Sight Words</b>		<b>Daily 5: Read to Self, Read to</b>
	<a href="#">Oral Language/ News Book</a>		<b>Someone, Listen to Reading, Word</b>
	Character Education word:		<b>Works, Work on Writing,</b>
	<a href="#">Self- Discipline</a>		<b>CAFE Components</b>
	8:30-8:45	8:45-9:45	10:00-11:30
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Guided Reading & Conferencing
U	Attendance, Daily Oral Lang.	9:15-9:50 - Library	oral & Silent Rdg: <b>Have You Seen</b>
E	<a href="#">Spelling:Vowel Variant oo, ou</a>		<b>Grandma's Panpipe; Food of the World</b>
S	<b>Challenge words in dict. Sentence</b>		Story Plot, major and minor
D	<a href="#">Phonics Chart - #45-46 Titled:</a>		characters; settings, sequence
A	<b>Far Away; Mix a Pancake</b>		events, predict author's message
Y	<b>Flash Card Drill of Sight Words</b>		<b>Daily 5: Read to Self, Read to</b>
	Character Education word:		<b>Someone, Listen to Reading, Word</b>
	<a href="#">Self- Discipline</a>		<b>Works, Work on Writing, CAFE Comp.</b>
	8:30-8:45	8:45-9:45	10:00-11:30
W	Flag Pledge, Lunch Count,	8:45-9:15 - P.E.	Guided Reading & Oral Rdg.
E	Attendance, Daily Oral Lang.	9:20-9:50 - Art	<b>Where on Earth is My Bagel</b>
N	<a href="#">Spelling: Vowel Variant oo, ou</a>		Events, predict author's message
E	<b>Challenge words in dict. Sentence</b>		the narrative & intended audience
S	<a href="#">Phonics Chart -#45-46 titled:</a>		Describe how setting is
D	<b>Far Away; Mix a Pancake</b>		conveyed & similarities. <b>Daily 5: Read</b>
A	<b>Flash Card Drill of Sight Words</b>		<b>to Self;Read to Someone,Listen</b>
Y	Character Education word:		<b>to Reading, Word Works, Work</b>
	<a href="#">Self- Discipline</a>		<b>on Writing. CAFE Components</b>
	8:30-8:45	8:40-9:45	10:00-11:30
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Oral & Silent Reading:
H	Attendance, Daily Oral Lang.	9:20-9:50- Library/ Counseling	<b>Buster; Mae Jamison</b>
U	<a href="#">Spelling- Vowel Variant oo, ou</a>		Write about how to compare
R	<b>Challenge words in dict. Sentence</b>		this story to another story. Discuss
S	<a href="#">Phonics Chart #345-46 Titled:</a>		the author's message of the story.
D	<b>Far Away; Mix a Pancake</b>		<b>Daily 5: Read to Self, Read to</b>
A	<b>Flash Card Drill of Sight Words</b>		<b>Someone, Listen to Reading, Word</b>
Y	<b>Character Education word:</b>		<b>Works, Work on Writing,</b>
	<a href="#">Self- Discipline</a>		<b>CAFE Components</b>
	8:30-8:45	8:40-9:45	10:00-11:30
	Flag Pledge, Lunch Count,	8:45-9:15 - P.E.	Oral & Silent Reading of:
F	Attendance, Daily Oral Lang.	9:20-9:20 - Art	<b>The Quetzal's Journey</b>
R	<a href="#">Spelling: vowel Variant oo, ou</a>		Discuss author's message. Word
I	<b>Challenge words in dict. Sentence</b>		wall activities; speaking in
D	<a href="#">Phonics Chart -#45-46 Titled:</a>		complete, coherent sentences.
A	<b>Far Away; Mix a Pancake</b>		<b>Daily 5: Read to Self, Read to</b>
Y	<b>Flash Card Drill of Sight Words</b>		<b>Someone, Listen to Reading, Word</b>
	Character Education word:		<b>Works, Work on Writing,</b>
	<a href="#">Self- Discipline</a>		<b>CAFE Components</b>
<b>CURRICULUM OBJECTIVES:</b>			
<b>Math Objective:</b> Students will learn how		how to use graphs and tables and pro working with money, and finding way:	
<b>Shared Reading Objective:</b>		: Use appropriate listening skills, as well as identify complex and irregularly :	
<b>Spelling Objectives -</b>		Vowel Variant oo, ou	
<b>Oral Language Objective:</b> Practice Speaking and listening skills.			

	<b>Science Objective:</b> Students will understand various stages of the moon and stars and all about planets	
	<b>SuccessMaker Objective:</b> Use targeted practice and interventions on the computer in reading and math for each student	
	<b>Guided Reading Objective:</b> Find author's message in a story; describe how setting is conveyed; review KWL chart	
	<b>Explicit Oral Language Objective:</b> Oral reading and discussion using poetry books and News Books	
	<b>Weekly Reader Objective:</b> students importance of trees.	
	<b>Social Studies -</b> Students will learn about how we trade with other countries	
	<b>STATE STANDARDS:</b>	
	<b>Reading Standards: Indicator 1-</b> Students can recognize & analyze words; Indicator 2: Students can comprehend	
	<b>Writing Standards: Indicator 1:</b> Students can apply the writing process to compose text.	
	<b>Listening and Viewing Standards: Indicator 1:</b> Students are able to use various listening & viewing strategies in social studies	
	<b>Math Standards: Indicator 1:</b> Use procedures to transform algebraic expressions.	
	<b>Science Standards: Indicator 1:</b> Understand the nature and origin of scientific knowledge.	
	<b>Social Studies Standards: Indicator 1:</b> Analyze U.S. historical eras to determine connections & cause/effect relationships	
	<b>Technology Standards: Indicator 1:</b> Students recognize & demonstrate skills in operating technological systems.	
	<b>COMMON CORE STANDARDS:</b>	
	<b>Language Arts:</b> Ask who, what, where, when, why, and how questions for understanding; discuss	
	<b>Mathematics:</b> Extend understanding of base ten system; understanding models of addition and subtraction	
	<b>Reading:</b> Ask who, what, where, when, why, and how questions for understanding; discuss	
	<b>Writing:</b> Write opinion pieces in which they introduce the topic or book they are writing about	
	<b>Speaking and Listening:</b> Participate in collaborative conversations with diverse partners and 2nd grade	
	<b>Language Arts:</b> Participate in collaborative conversations with diverse partners and 2nd grade	
	<b>Math:</b> Make sense of problems and work on them; use addition, subtraction, multiplication, and division	
	<b>Technology Standards:</b> Select from several teacher-directed internet sites to locate information	
	<b>Social Studies -</b> Analyze US historical eras to determine connections and cause and effect	
	<b>Science Standards:</b> Make a timeline to indicate the life cycle of an insect. Use scientific thinking	

<b>Handwriting</b>	<b>Recess</b>	<b>Lunch</b>	<b>Moby Max (Reading)</b>	<b>Math</b>	<b>Recess</b>
11:30-11:35	11:35-11:50	12:05-12:35	12:55-1:15	1:15-2:00	2:00-2:15
Explicit Oral Language on various current topics .			Self-paced interactive courseware in content areas of reading and math in the computer lab.	Unit 7. Students will be learning about fractions as equal parts of a whole  Students will solve problems with words <b>Problem of the Day</b> Mad Minute Tests; CGI Problems <b>Flash card drill of addition facts</b> <b>Students will use algebra concepts to solve equations.</b>	
Read Aloud Poems with Skill Building Lessons.					
<b>Handwriting</b>	<b>Recess</b>	<b>Lunch</b>	<b>Moby Max (Math)</b>	<b>Math</b>	<b>Recess</b>
11:30-11:40	11:35-11:50	12:05-12:35	12:55-1:15	1:15-2:00	2:00-2:15
Pg68-70 Students will be working on vertical & horizontal lines.			Self-paced interactive courseware in content areas of reading and math in the computer lab.	Unit 7. Students will be working on rational numbers & finding one half of a set. <b>Problem of the Day. Mad Minute Tests. Flash card drill addition fact. Students will solve everyday problems in math.</b>	
Read Aloud Poems					
<b>Handwriting</b>	<b>Recess</b>	<b>Lunch</b>	<b>Moby Max (Reading)</b>	<b>Math</b>	<b>Recess</b>
11:30-11:40	11:35-11:50	12:05-12:35	12:55-1:15	1:15-2:00	2:00-2:15
Explicit Oral Language on various current topics. Read Aloud Poems With Skill Bldg. Lessons			Self-paced interactive courseware in content areas of reading and math in the computer lab.	Unit 7. Students will be learning about solving mixed number problems and problem solving. <b>Problem of the Day. Mad Minute Tests. Flash card drill of addi. Fa</b> <b>Students will understand place value. CGI Problems</b>	
<b>Handwriting</b>	<b>Recess</b>	<b>Lunch</b>	<b>Moby Max (Math)</b>	<b>Math</b>	<b>Recess</b>
11:30-11:40	11:35-11:50	12:05-12:35	12:55-1:15	1:15-2:00	2:00-2:15
Pages 72-74 Students will be writing with upper & lower case letters. Read Aloud Poems with Skill Bldg.			Self-paced interactive courseware in content areas of reading and math in the computer lab.	Unit 7. Students will be working with halves of rectangles and introducing geoblocks. <b>Problem of the Day. Mad Minute Tests. CGI Problems</b> <b>Flash card drill of add. fac</b> <b>using problem solving skills</b>	
<b>Handwriting</b>	<b>Recess</b>	<b>Lunch</b>	<b>Moby Max (Reading)</b>	<b>Math</b>	<b>Recess</b>
11:30-11:40	11:35-11:50	12:05-12:35	12:55-1:15	1:15-2:00	2:00-2:15
Explicit Oral Language on various current topics. Read Aloud Poems with Skill Building			Self-paced interactive courseware in content areas of reading and math in the computer lab.	Unit 7. Students will be working on halves of bunches and balloons. numbers in an equation. problem solving. CGI pro <b>Problem of the Day. Mad Minute Tests. Flash card drill</b> <b>Students will be able to write</b>	



<u>Lucy Calkins</u>	<u>RTI</u>	<u>Science /S.Studies</u>	
<b>2:15-2:30</b>	<b>2:30-3:00</b>	<b><u>Weekly Reader/JA</u></b>	
Students		3:00-3:25	
will be	Read to Someone	Science - Pg. D42-D47	
composing		Students will be	
various		learning about	
writing		recycling	
assignments			
that are		<u>Weekly Reader-</u>	
Common		We will be learning about	
Core		a visit to bamboo.	
aligned.		<u><a href="#">Dismiss - 3:30</a></u>	
<u>Creat.Writ.</u>	<u>RTI</u>	<u><i>Social Studies - Pg 66-69</i></u>	
Students	<b>2:30-3:00</b>	3:00-3:25	
will be	Story Sparkers	Students will learn	
composing	and 2B iPads	about trade with	
various		other countries.	
stories to			
enhance			
the import.			
of learning			
writing		<u><a href="#">Dismiss - 3:30</a></u>	
<u>Creat.Writ.</u>	<u>RTI</u>	<u><i>Weekly Reader- 3:00-3:25</i></u>	
Students	<b>2:30-3:00</b>		
will be	Dictionary and	Students will learn about	
composing	Thesaurus Hunt	how to dispose of	
various		litter.	
stories to		Use Promethean Board	
enhance		for learning about	
the import.		how millions of people	
of learning		use water.	
writing		<u><a href="#">Dismiss - 3:30</a></u>	
<u>Creat.Writ.</u>	<u>RTI</u>	<u><i>Weekly Reader - 3:00-3:25</i></u>	
Students	<b>2:30-3:00</b>	Students will be learning	
will be	Fluency and	various kinds of trees	
composing	Comprehension	and how important	
various		they are to everyone	
stories to			
enhance		We will find various	
the import.		kinds of uses for trees on	
of learning		Promethean Board	
writing		<u><a href="#">Dismiss - 3:30</a></u>	
<u>Creat.Writ.</u>	<u>RTI</u>	<u><i>Weekly Reader-3:00-3:25</i></u>	
Students	<b>2:30-3:00</b>	Students will be learning	
will be	Reader's Theater	about the heroes in our	
composing		lives and why important	
various		Students will work	
stories to		in groups to work together.	
enhance		The students will	
the import.		then share their findings	
of learning		to the class.	
writing		<u><a href="#">Dismiss - 3:30</a></u>	

